



Department for  
Communities and  
Local Government

# Community-Based English Language Competition

Summary of Innovative Ideas

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May 2013

ISBN: 978-1-4098-3894-4

# Background

On 15 January 2013, the Secretary of State for Communities and Local Government, Rt. Hon. Eric Pickles MP, launched Stage One of this £6m Competition to discover and support projects that can deliver innovative and financially sustainable community-based English language programmes.

We are seeking projects that will work with our target learner groups; across our priority geographical areas, and will deliver programmes that will address participants' integration into British society alongside their proficiency in English.

Stage One of the Competition, for which entrants were required to submit a brief Expression of Interest form outlining the basis of their idea, closed in March 2013, and the Department was delighted to receive 130 entries of a very high standard.

## Aim

Through this Competition, we want to discover and support programmes that:

- will deliver entry level, community-based English language provision to our target learner groups;
- help to integrate participants into their local communities;
- can combine **innovation** with economies of scale;
- can deliver genuine value for money; and can be made **financially-sustainable** over the longer term – i.e. beyond the period of Government funding support; and,
- will be delivered across our priority areas of England.

Up to £6m is available to support the winning programmes. We anticipate funding up to four proposals.

# Innovative Ideas

We are especially keen to promote innovation through this Competition. Innovation could be demonstrated, for example, through a new way of teaching English; through the way in which the language provision is structured; by the way in which learners' integration needs are addressed; by the project's engagement with the wider local community, or how the project could be made financially sustainable. Innovation may also arise from the range of organisations collaborating on the project – for instance some partners may not be traditionally associated with language provision, or with community integration initiatives.

Set out below is a selection – not a comprehensive list - of the most innovative ideas we received from entrants at Stage One.

## Means of teaching English

- English language learning based around craft, gardening and growing plants/food in community gardens, which will then be sold on local market stalls to generate income for the project. Engagement with local markets also builds on the tradition of market trading in East London.

*J-GO Training Ltd. (on behalf of the Concordia Partnership)*

- English language courses delivered via TV: pre-recorded clips and programmes that learners can access at home.

*Waltham Forest Somali Women's Association*

- English teaching to be literally taken to the most hard-to-reach learners on an "ESOL Bus", which will park up at familiar locations, such as children's centres and GPs' surgeries.

*Hackney CVS*

- Using museums' collections as a cultural hook to base English teaching. Also a plan to operate a drop-in style of learning, based on an informal scheme used in Hong Kong: museums and galleries become a "street corner" where target beneficiaries can come to practise their English with the support of community champion outreach workers.

*Manchester Museums and Galleries Partnership*

- Adapting a model developed by Brooklyn libraries in New York to establish Conversation Clubs, hosted by trained volunteers and located with a range of local host organisations. Clubs will reflect their host organisation with regards to the hook on which the language practice is based - e.g. childcare and the family in children's centres.

*Redbridge Institute*

- Will adopt a family engagement approach to encourage families to take responsibility for their own and their relatives' proficiency in English. Potential to extend this to train family members as project volunteers.

*Karmand Community Centre*

## Engagement with the wider local community

- Working with local employers to develop ESOL packages that focus on practical language to help learners in seeking employment. Using local housing association networks to identify and engage with hard-to-reach learners.

*Ashram Housing Association*

- A scheme to recruit, train and deploy language assistants to extend and complement formal teaching; and also Language Club volunteers, with volunteering qualifications and a pathway to become a paid Language Assistant, to help incentivise local people to volunteer with the project.

*Birmingham Adult Education Services*

## Financial sustainability

- A social franchising model: those wishing to participate and run English language courses on the specified teaching model will apply to the franchise owner. Successful applicants will be required to secure match-funding to a grant from the franchise owner to pay for start-up costs etc.

*Action Foundation*

- The project will work in partnership with local housing associations, amongst others. Selected participants on the scheme and other local young people will be trained through apprenticeships in building maintenance services, and their skills and time will then be sold back to the housing associations to help fund English language courses.

*IndoAmerican Refugee and Migrant Association*

- A social franchising model: a developer (franchiser) of a successfully tested model scales up the project's coverage by enabling others (franchisees) to replicate it, using the original teaching methods and course branding.

*ONE20 - Timebank*

- Development of a “Language Gym™” model, located in venues such as GPs’ surgeries, which members (i.e. learners) can access at times suited to them. Provision of premises and learner recruitment to be sub-contracted to partners.

*Praxis Enterprises*

## Organisations who submitted strong proposals at Stage One

A number of organisations and consortia submitted strong and detailed project proposals at Stage One, which addressed all of the criteria we set out. The below list shows the organisations we considered to have put forward strong proposals, and also the area in which they are based, or they propose to implement their proposal.

We have made clear from the outset that we place particular emphasis on the benefits of collaborative working in this Competition process. We consider that in order to achieve genuine innovation in the provision and delivery of community-based, entry level English language training, the skills, knowledge and experience of a range of different types of organisations working with target groups; on integration matters and in the English language field need to be brought together.

We intend for the below list to assist Stage Two entrants in forming the partnerships and collaborations necessary for the successful implementation of their project.

## Development Support Grants

We have awarded 14 small organisations which put forward strong and innovative ideas at Stage One a small Development Support Grant of £6,000. The purpose of these Grants is to help, or enable, their recipients to enter Stage Two of the competition. In line with the importance the Department places on collaboration and partnership working, organisations receiving a Grant do not have to submit an application on their own at Stage Two. The Grant may equally be used to form partnerships and to contribute towards the submission of a consortium entry.

The organisations which received a Development Support Grant are starred in the table below.

\* = Organisations which received a Development Support Grant

Organisation	Location of Organisation or area proposed for project implementation
Action Foundation*	Newcastle
The Arbour	London Boroughs of Tower Hamlets, Hackney and Newham
Ashram Housing Association*	Birmingham
Birmingham Adult Education Service	Birmingham
Brent Council	London Borough of Brent
Bristol City Council	Bristol, Luton and Slough
Bromley-by-Bow Centre	East London
East London Advanced Technology Training	London Boroughs of Hackney, Tower Hamlets, Newham, Lambeth, Ealing and Hounslow, and Bristol
Enfield Council	London Borough of Enfield
Faith Action	London, the North West, the Midlands and the South
Greenwich Community College	London Boroughs of Greenwich, Newham, Tower Hamlets, Hackney, and Waltham Forest
Groundwork UK	Nation-wide bid
Hackney CVS*	London Borough of Hackney
Hillingdon Association for Voluntary Services*	London Borough of Hillingdon / West London / pan-London
Hounslow Adult and Community Education	London Boroughs of Hounslow, Harrow,

	Brent, Hammersmith and Fulham, and Hillingdon
Idea Store Learning	London Borough of Tower Hamlets
IndoAmerican Refugee and Migrant Association*	London Borough of Lambeth
Iraqi Centre for Integration and Cohesion	London Boroughs of Brent, Ealing, Harrow, Newham, Redbridge, and Tower Hamlets; Bradford, Kirklees, Rochdale, Manchester, Birmingham, Leicester, Slough and Luton
J-Go Training Ltd*	East London
Karmand Community Centre*	Bradford and the North West
Lambeth Adult Learning	London Boroughs of Lambeth, Camden, Enfield, Haringey, Hammersmith and Fulham and Harrow
London LEA FEA (Local Education Authorities Forum for the Education of Adults)	All London Boroughs
Manchester City Council	Manchester, Oldham, Rochdale, Blackburn with Darwen, Hyndburn, Pendle, Bradford and Kirklees
Manchester Museums and Galleries Partnership	Manchester, Bristol and London
National Literacy Trust*	London Boroughs of Ealing and Lambeth; Rochdale, Bristol and Middlesbrough
ONE20 – Timebank*	England-wide
Online Centres Foundation*	25 areas across England
Oxfordshire Ethnic Minorities Enterprise Development Ltd	Oxford, Banbury and High Wycombe
Praxis Enterprises*	East London
Race Equality Centre*	Leicester, Birmingham and Loughborough
Redbridge Institute	London-wide
Refugee Education and Training Advice Service	Leeds, Kirklees, Huddersfield, Bradford, London, Nottingham, Derby and Slough
Salford City College	Salford
Sandwell Consortium*	Sandwell
University of the West of England	Bristol